

# Adolescent Development and Counseling Issues

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## Introduction

- A developmental perspective
- Typical adolescent concerns
- Implications for counseling

## Agenda

- A developmental perspective
- Typical concerns/issues for adolescents
- Counseling implications
- Discussion of reading
- Personalizing typical concerns and implications for counseling adolescents
- Discuss progress on presentations

Primary source for presentation is  
Vernon (1993). *Counseling  
Children and Adolescents*



## A Developmental Perspective

- Three key theorists:
  - Havighurst--Developmental tasks
  - Erickson--Psycho/social stages of development
  - Maslow--Hierarchy of needs



## Havighurst--Developmental Tasks of Adolescence

- Accepting physical makeup and acquiring a masculine or feminine sex role
- Developing appropriate relations with age mates of both sexes
- Becoming emotionally independent of parents and other adults
- Achieving the assurance that one will become economically independent
- Determining and preparing for a career



## Havighurst--Developmental Tasks of Adolescence

- Developing the cognitive skills and concepts needed for academic, social, and career competence
- Understanding and achieving socially responsible behavior
- Preparing for marriage and family
- Acquiring values that are harmonious with an appropriate scientific world picture



## Erickson's Stages of psychosocial development

- Two stages associated with adolescence
  - Industry vs Inferiority ( ages 6-12)
    - acquiring skills and completing tasks
    - developing sense of competence



## Two stages associated with adolescence

- Identity vs Role Confusion ( ages 13-19)
  - integrating social roles, emerging sexual feelings, and a sense of who they have been up to this point in their lives
  - determining an occupation and developing values and vision for future



## Maslow' Hierarchy of Needs

- Physiological--hunger, thirst, shelter
- Safety--security, protection, structure, limits, freedom from fear and anxiety
- Belonging and love--feeling accepted and wanted



## Maslow' Hierarchy of Needs

- Esteem and respect--recognition by others of competence and accomplishments
- Self-actualization and cognitive understanding--recognizing ones unique potential (this stage usually not accomplished during adolescence)



## Typical Issues and developmental concerns

- **11-14 year olds**
  - Fear of unknown concerning sexuality
  - Fear of being unpopular
  - Fear of being selected first (having to lead a team or group)



## 11-14 year olds

- Fear of being selected last (implying being disliked or unpopular)
- Fear of not being able to complete homework, schoolwork, project
- Extreme concern over emotional happiness/unhappiness



## 15-18 year olds

- Fear of sexuality (based on lack of information concerning sex)
- Fear that another peer will vie for the person they are dating
- Fear of being ridiculed in class when asked to speak or demonstrate



## 15-18 year olds

- Fear that adults will interpret roles for them (they seek to define themselves in relation to peers and their own values and goals)
- Fear of inadequate vocational or academic training



## Manifestation of typical concerns

- Alcoholism & drug abuse
- Depression, anxiety, anorexia, suicide
- Lack of self control, irresponsibility, absenteeism, violence



## Counseling Implications

- **Developmental goals (ASCA)**
  - Gaining self awareness
  - Developing positive attitudes
  - Making healthy choices and effective decisions



## Developmental goals (continued)

- Respecting others
- Gaining responsibility
- Developing relationship skills
- Resolving conflicts



## Counseling Implications

- **Change process**
- **Learning style**
- **Brief counseling**



## Change process

- **Planning**
- **Implimentation**
- **Evaluation**



## Planning Stage

- **Exploring and defining problem**
  - Need for “Safe” environment
  - Developing trust
- **Five steps of planning stage**
- **Designing the intervention**
  - Vernon’s 17 tips



## Implementation Stage

- **Trial implementation-homework**
- **Step by step implementation**
- **Full implementation**



## Evaluation Stage

- **Checking for results**
- **Recycling process**
- **Continuous and “in flight” adjustments can be made**



## Learning style

- techniques that emphasize other than verbal-talk therapy are needed to address different learning styles
  - art therapy, imagery, bibliotherapy, psychodrama, role play, music, games, activities, computers. P.56-65



## Brief Counseling

- Focus is on problem solving
- Problems are taken at face value vs symptom of some deep and fundamental deficit in the student or family
- Interventions attempt to interrupt old responses and provide new ways of responding to presented difficulties.



Personalizing typical concerns and implications for counseling

- Students recall their early and middle adolescence and reflect on typical concerns and implications for counseling adolescents